The Configuration of Career Identity Factor of Prospective Students at Indonesia University of Education

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Abstract: Currently, the curriculum of teacher education still focuses on the development of competence. Yet, teachers are required to master professional competence and to have mission that will be reflected in their identity. This study was intended to produce a model of ethno-cultural-based counseling strategies for strengthening prospective teachers' career identity. The study was conducted within a three-year period. The first year's activity was designing an ethnocultural-based model of career counseling based on configuration of career identity factor. The design of the study was a cross sectional survey and the participants were determined by multi stage cluster sampling, involving 748 UPI students. The instrument to identify the participants' interests and the working attitude was Likert scale model. The instrument for reference value orientation refers to the Spranger's theory, which views culture as a system of values. The results of the first-year study show that: UPI students' interest on being a teacher is relatively low; the students' values of orientation reference tend to be religious and economic, while aesthetic and power do not become the dominant; the students working attitude is considered high. Thus, improvement on student selection system and sustainable career counseling aimed at strengthening students' career identity is recommended.

1   INTRODUCTION

This is a follow-up study on two international collaborative research conducted by two teams, each respectively from UPI and Tokyo Gakugei University, Japan in 2015. The first study is entitled "Teacher Learning Trajectory: A Study on Prospective Teachers' Professional Identity in Indonesia and Japan" and the second study was about "Profiles of Students' Career Readiness to Enter the Global Work in the Perspective of Work Culture in Indonesia and Japan (The Development of Ethnocultural Intervention Strategy Model of Career Guidance)". The findings of the studies indicate that prospective teachers, particularly in UPI do not necessarily reflect their career readiness to become teachers, although they chose education as their study programs.

The importance of teacher identity was proposed by Akkerman and Meijer (2011) who stressed that even prospective teachers need to explore their identity. Furthermore, Kelchtermans in Leijen and Kullasepp (2013) echoed "... the first domain in the personal interpretive framework of teachers is their conceptions of themselves as teacher ... their sense of self is very prominent in their accounts about their practice (a practice enacted by them as singular person). This again reflects and illustrates the interpersonal character of teaching and its impact on the sense of self teacher develop".

In the context of the development of teacher identity, some authors such as Von Bohl and Zoest, (2002); Danielewicz (2001); Grossman and Mcdonald, (2008) in Leijen and Kullasepp (2013) criticized the common practices in university which less concern on the development of identity. In addition, Alsup (2006) also indicated that the development of identity aspect tends to be reduced to understanding professional individuality. The consequence of such mistake is the failure of prospective teachers to become teaching professionals (Danielewicz, 2001).

A prospective teacher requires facility to establish his identity as a teacher and educator. Identity is built upon the understanding and internalization of value system of the normativity of goals, the educational contents and the pillars of learning process (Prayitno, 2009). Indonesian educational value system that must be internalized within one's self includes

understanding of human nature, humanity, senses, and authority and education. Based on the results of research conducted by Nugent and Jones (2009: Donna M. Gibson. Colette T. Dollarhide, and Julie M. Moss: 2010) it is identified that a counselor's professional identity is training/integrated training involving personal attribute in the context of professional community. Contemporary definition of professional identity includes three parts: self-labeling as a professional, integration of skills and attitudes as a professional, and a perception of context in a professional community. Auxier, Hughes, and Kline (2003) states that professional identity is the same as therapeutic self-terminology and is a combination of professional ethical decisions and rules as well as personal selves (values, moral and perception).

There are several studies that have examined the issues surrounding career identity as teachers. These studies include studies that suggests self-development is important for career development (Busacca and Wester, 2006 in Donna M. Gibson, Colette T. Dollarhide, and Julie M. Moss, 2010); career identity as a teacher is influenced by cultural factors (Nelson and Jackson, 2003); factors that affect career identity and career satisfaction as a teacher (Watt and Richadson, 2008); the study that suggests a relationship between an interest in becoming a teacher and a level of career satisfaction (Altay, 2012); the existence of factors that influence career selection (Hidi, 2006); and the study on freshmen and junior students in the context of teacher education in Turkey shows a great interest in career as a teacher (Ozsoy, 2010). This study explored the subjects who are prepared to become a teacher in the future in the context of education in Indonesia. In addition, this study also explored more specifically about the level of UPI students' interest in teaching, exploring the level of UPI students' work culture, and observing the tendency of values that become orientation of UPI students based on Spranger's theory.

2 LITERATURE REVIEW

Chronologically, students generally are in their adolescence. One very important developmental tasks in adolescence is optimal development of identity. Moreover, according to Erikson, the establishment of self-identity is a major developmental task in adolescence. The identity of a person contains a number of domains. Of many domains, vocational is the most important part of the overall identity of a person (Mussen, et al., 1990). The success of an adolescence in developing self-identity—including vocational identity—will result in balance and healthy individual. In contrast, when a teenager fails to establish his identity, he will experience identity crisis or confusion.

Success in achieving vocational identity is very important for adolescences as the preparation to determine career path can only be done by adolescence who have firm vocational identity. As confirmed by Marcia (1993), a teenager with firm vocational identity would be able to assess his own competences and interests, to assess the opportunities that can be achieved, as well as to make commitment on the job choices that suit his characteristics. However, there seems to be indications that the students generally dabble with their further study and, later on, their job; some even rely their future on their luck (Munandar, 1991). Some experts, including Williamson, Bordin, Byrne, and Robinson argued on classification of career issues. Williamson described special career issues into four types: (1) *no choice*—one is unable to adequately distinguish career choices and commitment to choose; (2) *uncertain choice*—one does not feel confident with his choice of career; (3) *unwise choice*—one's interests and talents do not match with his career choice; and (4) *the discrepancies*—there is misalignment between one's interests and his talents.

Attainment of identity status should ideally be reached by an adolescence by setting a commitment after exploring various alternatives. Commitment is the culmination of the exploration process (Marcia in Archer, 1994). However, for various reasons, the resolution of an identity crisis cannot always be reached easily by any teenager. Regarding the issue, there are four styles that may be expressed by adolescences in making resolution to the issue of identity based on the presence-absence of exploration and commitment, namely *Identity Achievement, Moratorium, Identity Foreclosure,* and *Identity Diffusion.* The four styles of resolutions to problem of identity are called identity status (Marcia in Adelson, 1980:161). The identity status cannot only be interpreted as a category but can also indicate the degree of development (in Marcia Waterman et al., 1993). According to Marcia, et *al.* (1993) the exploration process in order to establish the identity status in late adolescence is marked by the extent of a teenager doing assessments on various matters related to the topic of identity domain as reflected by the breadth and depth of the following aspects: *(1)*

knowledgeability, (2) activity directed toward gathering information, (3) considering potential alternative identity elements, and *(4) desire to make an early decision.* While the level of commitment is shown in the extent to which the firmness of a teenager on topic of identity domain, as reflected by the breadth and depth aspects: (1) *knowledgeability,* (2) *activity directed toward implementing the chosen identity element, (3) emotional tone, (4) identification with significant other, (5) projecting one's personal future,* and *(6) resistance to being swayed.*

3 RESEARCH METHODOLOGY

3.1 Methods

This study is a research and development with conceptual and procedural development model. It examined problem occurring at the time of the study. The data was obtained through one survey. Afterward, the data was used as the basis for describing the characteristics of the problem being studied. With regard to this framework, the method used in this research was descriptive method. Meanwhile, the research design employed in this study was a cross sectional survey with qualitative and quantitative approaches.

3.2 Research Subject

The research subject was segregated based on the objectives of the study. For the purpose of model development, the subjects of this study were 1000 prospective teachers, who were selected using *multi-stage cluster sampling* technique with classes as the analysis unit. The survey involved 748 students from 15 education study programs, namely: English Education, French Education, Office Administration, Islamic Economics Education, Arts Education, Music Education, Physical and Coaching Education, Primary Education, Mechanical Engineering, Family Welfare Education, Biology, Mathematics, Social Studies, Civics, Early Childhood Education and PPM.

3.3 Data Collection Instruments

The data acquired in this study was collected through several ways, including interviews, documentary studies, focused discussions, expert judgment, and questionnaires. Interviews and documentation were used to obtain the description of existing condition and best practice in career guidance in university. Discussions focused and expert judgment were done to formulate a model. Expert judgment was used to reveal hypothetically effective intervention strategies for strengthening prospective teachers' career identity. Questionnaire was used to portray biographical background and identity of students' career profile in order to develop and empirically test the effectiveness of intervention strategies. The instrument to identify prospective teacher's interest on teaching used model Likert scale with five alternative answers that depicted students' knowledge, attitudes and tendencies to teaching profession, as many as 25 items. Instrument for depicting reference value orientation was referred to Spranger's theory, which views culture as a system of values, and classifies the cultural values into six types of values: theoretical, economic, art, religious, social, and political values. The first four values (theoretical, economic, art, and religion) are classified by Spranger into the values pertaining to human as an individual, while the last two values (social and political) are values that are associated to human as member of society. Instrument for portraying work culture was designed in Likert scale with four alternative answers to describe faith, values, leadership, communication, and actualization, totaling 18 items.

3.4 Research Procedures

The steps that were carried out in collecting the data were asking the willingness and building rapport with all subjects that they were involved and contributed in providing data that was valid and accurate. Then, the researcher made time arrangement with some experts. Particularly in collecting data using questionnaires, in addition to building a rapport with all of the subject, the researcher proliferated the instruments and asked for approval to conduct the research to the authorities. The referral letter was later forwarded to the departments and faculties where the study was conducted. When collecting data using questionnaires, the following steps were carried out: (1) opening the meeting with greeting and a brief introduction; (2) conveying the intention and purposes of filling the questionnaires; (3) checking the presence; (4) distributing the instruments with the answer sheet; (5) providing an explanation regarding filling the questionnaires; (6) providing

opportunity to the respondents to ask questions; (7) having the respondents to answer questions; (8) collecting the question and answer sheets; and (9) closing the meeting by thanking.

4 RESULTS AND DISCUSSION

4.1 UPI Students' Interest in Teaching

Interests depict the willingness, the impetus arising from an individual to select objects in the form of activities, including task or job. Thus, a person interested in teaching profession will be compelled to do activities related to the duties of a teacher. A person who has an interest in the teaching profession would prefer and expect to work as a professional teacher more. The results show that the majority of students' interest on teaching is categorized as lower (index 70.49 of the average standard deviation of 88.12 and 10.32).

This research data can be viewed from two perspectives: the prospective teachers' raw input and study the study of dynamics of professional identity. In terms of the prospective teachers' raw input, the study's finding indicates that there is a serious problem in terms of students' interest in teaching, both among freshmen and junior students. As the low interest in teaching among students shows the same trend, then it becomes a task for UPI to foster interest in teaching among its prospective teachers. It can be conjured how the students are in following the courses or activities related to the development of professional identity of prospective teachers when in fact they are less interested in teaching.

The quality of teacher and prospective teachers are crucial issues among countries included in OECD (OECD, 2005). Questions about why someone chooses to be a teacher, what motivates people from other careers to become teaching professionals, and how individuals view the teaching profession more attractive than professions education researchers are then considered essential (Richardson and Watt, 2006). In many countries, there are alarming indications as many teachers resigned in three to five years after graduating from college and sought career other than teaching (Schopner, 2010).

4.2 The Tendency of Student Work Culture

The result of this aspect showed that the students' work culture is at an average of 62.945 and 4.307 standard deviation of the ideal score 72 with an index of 87,42, which can be considered high. This means that in general the students understand and realize prospective teachers need to have teacher work cultures in order to become a professional teacher. Becoming a teacher has to be based on conviction that it is part of worship, as a form of human connectedness with the almighty for provision of potential given to human. Students are aware of the values that should be held and serve as the foundation for acts as prospective teacher namely courage, determination and perseverance, kinship and cooperation, dedication and commitment, humility and tolerance, dignity and respect/courtesy, independence and ambition, self-adjustment and introspection as well as being exemplary and knowledge. Yet, awareness of religious bases and the values has not been matched by awareness of leadership, which is the ability to manage and set oneself on the basis of firm thoughts, understanding on the need for the ability to communicate and self-actualize in everyday performance. Awareness of the religious basis and the value is great potential to be supported so as to change the paradigm of thinking to portray the work ethic behavior as prospective teachers. These findings can be interpreted in a variety of perspectives, for instance, from student's perspective. High working attitude of a student reflects his commitment to academic tasks. However, this condition is on the contrary when compared to the work culture of employees or teachers in general. The objective conditions of employees Indonesian culture, the factors that affect, and how to build a work culture are portrayed as follows.

Institute for Management of Development, Switzerland, in World Competitiveness Book (2007), reported that in 2005 labor productivity ranked Indonesia at 59 of the 60 countries surveyed. It is lower than in 2001, which was at 46. Meanwhile, other Asian countries are above Indonesia such as Singapore (rank 1), Thailand (27), Malaysia (28), Korea (29), China (31), India (39), and the Philippines (49). Rank order is also related to the Economic Performance in 2005, which ranked the 60th or the lowest, Business Efficiency (59), and Government Efficiency (55). Again, it is strongly indicated the poor performance was due to the

inability of Indonesian human resources to compete. It may also be due to the work culture which is still weak and uneven.

Productive work culture in Indonesia, has not been attained extensively. Work is still regarded as routines or even a burden, particularly to the lazy ones. Employees' understanding of the positive work culture is still low. Organizational culture or the corporate culture is still less prevalent. The lack of organizational culture apparently contributes to less productive attitudes. The company has not incorporated productive attitudes as a system of values. It seems that employees do not have any value system that must be held and implemented.

Implementing work culture has a deep meaning as it will change the attitudes and behavior of human resources that they can achieve higher labor productivity in facing future challenges. Its benefits include assurance of better work quality, openings of the whole communication network, openness, togetherness, kinship, finding faults and quick fix, quick adjustment on external factors (such as customers, technology, social condition, economy, etc.). According to Supriyadi and Guno (in Triguno, 2003) work culture has a goal to change attitudes and behavior of the existing human resources in order to increase labor productivity to face challenges in the future. The real benefit of the application of a good work culture in an organizational environment is that it increases mutual cooperation spirit, togetherness, openness to one another and kinship, develops better communication, and improves labor productivity.

4.3 The Tendency of the Students' Reference Value Orientation

The study shows that the reference value orientation of students in order are: (1) religious at 22.96%; (2) economic at 21.93% (3) social at 20.64%; (4) scientific at 12.90; (5) aesthetic at 12.58%; and (6) power at 9.03. The numbers show that religious value serves as the main reference of students in acting and making decisions, including when choosing teaching profession. The important issue is what core values should be the reference for teaching profession. Hypothetically, pedagogical and social values seem to be the spirit of the teaching profession because it is not high status but a caring professional. Scientific values can be considered as the substance of teaching profession, because professional considerations can only be done by teachers or prospective teachers who actually have comprehensive knowledge and

competence in the field of education.

According to Spranger, psychological approximation to human life is not done via abstractions of science but with the perspective of and appreciation of cultural values. Human personality is formed and rooted in the framework of cultural and historical values. Nevertheless, Spranger still recognizes individual strengths he refers to as subjective spirit. Meanwhile, the power of cultural values is the spirit of the objective spirit. Spranger places subjective spirit in the primary position, because cultural values will only grow and survive if it is supported and internalized by individuals (Edward in Kartadinata, 1998). Humans do not acquire values passively but actively and creatively. Both spirits are reciprocal. Objective spirit will grow if supported by the subjective spirit, meanwhile subjective spirit can be formed and developed with the objective spirit as ideal foundation to be achieved or realized.

Spranger views culture as a system of values, and he classifies the cultural values into six types of value, namely theoretical value, economic value, aesthetic value, religious value, social value, and political value. The first four values (theoretical, economic, aesthetic, and religious) are classified by Spranger into the values pertaining to human as an individual, while the last two (social and political) are values that are associated to human as member of society (Suryabrata in Kartadinata, 1998). The six values are reflections of the subjective spirit which refer to the objective spirit. On the basis of this framework, Spranger formulated humans into six types of personality referring to the types of their values.

Classification of humans into the six personality types, according to Spranger, serves as an ideal classification. In reality, however, all of the values exist within humans, although one value might be more dominant than the others. Spranger still recognizes the freedom of individuals to choose a value. The responsibility to implement the value remains on the individual: there is no cultural content into meaningful except to the extent that those values appear on the attitude and soul of a human. This study also found that there is nothing wrong with the configuration of the reference values of the students, but institutionally there should be measures to strengthen the core values that should be the main identity of teaching profession.

Based on the phenomenon of the process of searching and selecting work and aforementioned other research findings, it is assumed that vocational field has not become a top priority in the life of a

student. This condition provides evidences to at least two conditions. Firstly, teenagers are less earnest in exploring various career possibilities. Secondly, there seem to be lack of firmness established by teenagers towards vocational choice and lack of ability to be committed with the options that have been set. According to Marcia (Waterman in Marcia, et al., 1993) both conditions are respectively referred as exploration and commitment.

Due to the importance of achieving vocational identity in adolescence and the risk posed by the failure in achieving the identity, supports from adults around teenagers, in this case parents, educators, and counselors, are indispensable. This is in accordance with Josselson (Archer, 1994) who suggested that "…because identity forms the foundation of adult life, as a society we have a large stake in seeing that this takes place as optimally as possible". Viewed from the standpoint of guidance and counseling, and career counseling in particular, efforts to ensure identity achievement, among others, can be done by optimizing the function of internal aspects of individuals and changing social atmosphere to support achievement of identity (in Marcia et al., 1993). The effort is based on the idea that identity in nature is an intersection between the individual and society (Josselson in Archer, 1994). Hence, studying individual domain and environmental context in relation to identity is an issue that is very relevant in the study of identity status over the last decade (Kroger, editor, 1993).

Referring to the framework above, dealing with issues and problems of juvenile vocational identity, among others, can be approached through the intervention from guidance and counseling. In the beginning of guidance and counseling's emergence, which originated from the implementation of vocational guidance, many figures tried to analyze vocational guidance from several different viewpoints. Some of the figures, including Bordin (1943), Happock (1957), Super (1957) and Roe (1957), had presented theories on career selection or position. However, the figures' theories seem to have their shortcomings. Based on the identified shortcomings, Holland proposed a theory with a more comprehensive approach, which integrates the existing sciences. Furthermore, currently experts reveal that in attaining vocational identity, one always refers to the values derived from religion (Savickas, 2013).

5 CONCLUSIONS

Based on the results of a study of 15 programs involving 748 students, it is found that the students' work culture is high, while the students' interest in teaching is low. In terms of students' reference value orientation, the highest is religion, followed by economic, social, scientific, aesthetics, and power as the lowest. Such high working culture high but low teaching interest demonstrates the need for ethnocultural guidance services. There are a couple of recommendations related to the completion of the research objectives: (1) there is a need for improved selection system for prospective teachers so students who are admitted in education programs of UPI already have an interest in teaching from the beginning and not merely based on the score of selection tests; (2) it is also necessary for UPTLBK (Guidance and Counseling Bureau) of UPI to design programs which provide services to students to be able to reorient the their interest in teaching; and (3) an ethnocultural-based career guidance service model for strengthening prospective teachers' career identity seem to be essential to be supported in UPI policies in macro scope, aligned with the development of lecturers' capability as a role model for prospective teachers and the development of institutions' capacity and teachers that they strengthen UPI's identity as a education university is parallel with the development of students' career identity.

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